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ABSTRACT

Information and ideas about sex education found by reviewing pertinent literature are presented in outline form. Areas examined include: (1) historical background and attitudes toward sex education; (2) arguments for teaching sex education and suggestions for a curriculum; (3) the role of adults in the teaching; (4) who should teach in the community and in the school; (5) opposition to sex education; (6) aims, objectives, purpose; (7) evaluation; (8) organizations for and against sex education; (9) implementation of such a program; (10) controversial issues; and (11) sources of information. An Extensive bibliography concludes this survey. (TL)

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SEX EDUCATION
A Survey of the Problem

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SEX EDUCATION

A SURVEY OF THE PROBLEM

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I N T R O D U C T I O N

The material presented in this Supplementary Research Report outlines the information and ideas about sex education that have been found in a review of the literature on this topic.

This outline was prepared in the fall of 1969, by six graduate students at San Fernando Valley State College whose names appear on the title page of this Report. Their hope was that those involved in the educational process become better informed and that the outline will also serve as a tool for those who wish to do further research in the area of sex education.

The Research Department is pleased to publish this report and wants to thank the authors and Dr. Ezra Wyeth, Professor, Psychological Foundation of Education, San Fernando Valley State College for the opportunity to bring this timely subject before the educators of California.

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I. HISTORICAL BACKGROUND AND ATTITUDES TOWARD SEX EDUCATION

A. Major historical themes

1. To deny the existence of sex. (30)*

a. Popular method to deal with childhood sexuality during nineteenth century. (30)

b. During 1890's books published admonishing youth to live virtuous lives. (94)

2. To control sex impulses through fear of: (about 1910). (94)

a. Venereal disease.

b. Infection.

c. Illegitimacy.

d. Insanity.

e. Sterility.

f. Social ostracism

3. Factual instruction (during the twentieth century). (94)

a. Sexual reproduction of lower animals described; pupils draw conclusions applicable to human beings.

b. Books for young people to read available.

c. Special lectures and films.

4. Personal development as a main goal of sex education. (94)

a. Sex education as part of a broad program, not a separate phase of education.

b. Family relationships became important in the curriculum.

1) Preparation for marriage.

2) Boy-girl relationships.

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*Numbers in parenthesis indicate a reference to a source in the bibliography, pages 36-53.

c. Terminology changed (World War II era). (94)

1) "Sex instruction" and "sex hygiene" titles discarded.

2) Began referring to courses as "family life education" and "human-relations education."

B. Major events effecting public opinion

1. Hoover's Conference on Child Health and Protection--1930. (47)

a. For every child there should be teaching and training to prepare him for successful parenthood, homemaking, and the rights of citizenship.

b. For parents there should be training to fit them to deal wisely with the problems of parenthood.

2. Recommendations for sex education by the National Conference on Education of Teachers--1948. (91)

3. General Assembly of the United Nations proclaimed a Declaration of Child Rights--1959. (47)

4. White House Conference on Children and Youth--1960.

a. Family life courses, including preparation for marriage and parenthood, should be part of public education.

b. These should be given from elementary through high school. (47, 91)

5. National Council of the Churches of Christ in the United States with the Canadian Council of Churches sponsored a conference regarding sex--1961. (78)

a. Discussed teen-age sex attitudes, pregnant brides, illegitimacy, infidelity, masturbation, homosexuality, and birth control.

b. Seeking facts to incorporate sex into Christian ethics. (78)

6. Resolutions by the Joint Committee of the National Education Association and the American Medical Association--1964. (51)

7. Sex Information and Education Council of the United States founded--1964. (5, 16, 43, 78, 81)

a. A non-profit corporation.

b. Formed to "establish man's sexuality as a healthy entity."

c. State concern. (111)

1. California State Legislature passed over 50 bills relating to family-life education--1965. (111)

   a. AB 219 removed the ban against dissemination of information on birth control. (111)

   b. AB 2946 requires specific content at specific grade levels in special fields. (111)

2. Final Assembly Interim Report on Domestic Relations outlines need for family life education--1963-65. (111)

II. ARGUMENTS FOR THE TEACHING OF SEX INFORMATION

A. General arguments supporting sex education.

1. Studies reveal that ignorance and misinformation prevail among teenagers and adults concerning knowledge about the basic facts of reproduction, endocrinology and genetics. (6, 42, 59, 69, 71, 77, 110, 130, 136)

2. Most information supplied to youngsters about sex takes the form of distorted concepts and unrealistic images supplied by uninformed peers, advertising, mass media, graffiti on walls, crash-scare programs and films, and teachers who have no specific training or comfort. (7, 28, 46, 75, 77, 86, 92, 123, 130, 136)

3. What youth doesn't know about sexuality is hurting them as evidenced by: illegitimacies, abortions, divorces, VD, early marriages, rising suicides, etc. (32, 51, 59, 62, 69, 120, 123, 136)

4. Improper adjustments and problems of frigidity, impotence and other sexual maladjustments in marriage, as well as many social problems, frequently relate to lack of a proper foundation in sex education. (3, 32, 64, 69, 74, 75, 86, 120)

5. To assume a responsible and constructive adult role, and to develop effective interpersonal relations necessary as a basis for making moral judgements, a child must have appropriate knowledge and attitude relative to the role of sex in life. (3, 28, 38, 51, 62, 74, 84, 86, 121, 133)

6. Sex education does not create unnatural concern because bodily concerns and sexual urges are inherent and always present. (59, 92, 132)

7. Research has shown that factual knowledge lessens experimentation. (74, 95, 120)

8. Modern research studies do not support the concept of a "latency period" which is often given as an argument opposing sex education. (9, 11)

9. We have developed an unsupervised and hence essentially "free choice" society concerning sex and must prepare youth to accept this responsibility. (75)

10. Sexuality, sexual identity, is an important part of the self image, influences almost all of our decisions and affects every aspect of life. (57)

11. Sex is a reality to children, a natural part of everyday life, and they need wholesome, honest information to alleviate anxieties. (25, 70, 98)

12. Sex education helps produce healthy individuals who will not only satisfy themselves in life, but also contribute to society. (24, 28, 30, 74, 84, 86, 120)

B. Arguments for the inclusion of sex education programs in the schools.

1. The need.

a. Research has shown that a majority of children receive little or no accurate sex education from their parents. (6, 48, 52, 53, 59, 77, 90, 101, 136)

b. Sex education obtained from "appropriate sources" is usually limited in scope, meager in content and too late. (75)

c. In research interviews, teen-age boys and girls have expressed a wish to discuss sexual questions with adults they can trust and who will not scold. Such adults are more apt to be found outside the family. (66, 78)

d. The schools are best suited to reach the most students because they receive all children over a prolonged period. (53, 90)

e. The schools are the last and sometimes the only opportunity for many to receive guidance in this area. (53)

f. Clinics, family doctors, and parents prepare only a small portion of youth for planned parenthood. (130)

g. Most parents want and would welcome help from the schools in the teaching of sexuality. (108)

h. A Gallup Poll showed that 71% of the American adult population sampled agree that the American youth is entitled to some help in sex education from the schools. (16, 27, 37, 43, 66, 79, 92)

i. Many of the subject areas normally taught in school relate specifically to sex and reproduction, social, sexual, and psychological development and to social problems and health. Thus information about sex is not only a normal part of the subject matter but would be conspicuous if excluded. (76, 84)

2. What the schools can contribute.

a. In the school, the teacher has continuous opportunities to answer questions relating to sex that come up in the ordinary events of the day and the content of every subject. (84)

b. The schools can provide personnel educated to teach and who understand children and their needs. (53, 59, 90)

c. The school can be objective and keep knowledgeable on new materials and discoveries. (90)

d. The schools can also provide audio-visual aids, visiting experts or resource people, discussions with age-mates of both sexes and a planned coordinated curriculum. (59)

e. Sex education programs offered by schools can afford young people opportunities to talk frankly with understanding adults, other than in a parent-child relationship, in ways that will improve their self esteem and maturity. (76)

f. School programs in sex education can provide opportunities for young people to talk among themselves in a wholesome atmosphere, can give them the guidance and knowledge they need, and can help them internalize a value system based on democratic interpersonal relations. (76)

g. The school, far better than the home, can prepare young people for the wide range of attitudes about sex that they will encounter. (76)

h. Although most of a child's attitudes, values and information about sex come from other sources, the school is the most <u>accurate</u> source. (5, 8, 16, 43, 79, 81, 122)

i. The children who are receiving sound sex education at home have nothing to lose from a rerun at school. Those who are not, have a great deal to gain from a good sex education program in school. (84)

III. SUGGESTIONS FOR A CURRICULUM

A. Methods

1. Sex education should be integrated into the whole curriculum at the appropriate time--not presented out of context. (4, 7, 39, 53, 56, 59, 76, 84, 85, 90, 92)

   a. The "concept approach" should be used. (63, 68, 95)

   b. Basic principles and generalizations should be taught rather than isolated facts. (38, 63, 68)

   c. Knowledge with behavioral guideposts should be brought in to enable students to make informed choices with regard to their behavior. (5, 38, 78, 87, 118)

   d. The positive and normal aspects of sex should be emphasized. (28, 49, 105, 136)

   e. Any bias or favored attitude must be avoided. (4)

   f. Mixed classes are advisable for at least some of the program to help establish a fuller understanding between the sexes and to help resolve common problems. (52, 59, 101, 105, 133)

   g. Separate classes should be used when needed to put those of varying degrees of maturity within the same age group and to present some subjects to different sexes. (52, 59, 101, 105, 133)

   h. Use an "ecological-ethical" approach. (5, 16, 28, 38, 39, 49, 51, 63, 64, 73, 76, 78, 87, 89, 101, 105, 108, 118, 133)

2. Discussion groups can be very effective.

   a. The pros and cons of all issues should be discussed as well as topics such as: the contemporary scene, the moral aspects of all problems, and the differing ideas and values. (5, 18, 35, 39, 75, 76, 78, 87, 118)

   b. The correct approach is extremely important. The teacher must be objective, honest, clear, mature (sometimes parental), and without embarrassment or prudery. This is more important than the structure of the lesson. (3, 4, 5, 18, 38, 68, 78, 85, 86, 87, 91, 95, 96, 118)

   c. Resource persons can be used to supplement school's information and to further objectivity. (3, 4, 7, 75, 76)

3. Questionnaires can be used to find out what the class already knows, what needs to be re-taught, and what misconceptions need correcting. (3, 4, 75, 86)

4. Other methods which may be included are: (3, 4, 75)

   a. Audio-visual aids such as films, film strips, records, tapes, etc.

   b. Lectures by resource persons in the community.

   c. Experiments and the scientific inquiry method.

   d. Socio-dramas and role playing.

   e. Educational games which help reinforce learning and increase motivation.

B. The Scope of the curriculum.

1. The scope must be commensurate with the growth, development and maturity of the children. (5, 6, 39, 76, 78, 87, 102, 118)

2. The program must include sexuality as it influences total human behavior not just the biological facts. (5, 38, 39, 51, 64, 78, 87, 118)

3. The psychological and personal adjustment areas should be discussed including such topics as: (5, 38, 39, 64, 76, 78, 87, 118)

   a. The relationship of sex to a person's general physical and mental well being, and personality needs.

   b. The elimination of needless worries and concerns over aspects of sexual development and functioning such as masturbation, sex play, curiosity, and the meaning and physical aspects of continence.

4. The social aspects must be considered including topics such as: (5, 38, 39, 64, 76, 78, 87, 118)

   a. The consideration of sex in its broad social aspects and implications.

   b. Social problems such as overpopulation, homosexuality, abortion, pornography, illegitimacy, prostitution, VD, etc.

   c. The development and management of mores.

d. Obtaining appropriate legislation.

5. Ethics and the establishment of values should be discussed including human sexuality and sex behavior as affected by the complex interactions of hereditary and environmental factors, the developing "self" (personality and character development), and the individual, his family and community. (38, 48, 49, 51, 53, 64, 69, 73, 80, 89, 101, 133)

6. A discussion of religion as related to the establishment of values can be included to help youth make a more constructive use of sexuality, develop a more compelling vision of life as they face the future, and develop more constructive inter-relationships. (38, 73)

7. Students must be encouraged to question and evaluate distortions, lies, and the glamorizing of sex by mass media, advertising, etc. (35, 46, 69)

8. Sex must be considered in light of changing social and cultural circumstances, such as:

   a. Sex role expectations and behavior as affected by sex, social class, family background, race, marital status, etc. (42)

   b. Adolescent's search for new values, testing authority, and seeking limits of sexual behavior. (5, 38, 39, 64, 78, 87, 118)

   c. Helping a child to understand adult society. (136, 139)

   d. The art of relating to people in responsible ways in many types of relationships. (5, 39, 78, 87, 102, 118)

C. Contrasting views on when sex education should begin. (5, 7, 10, 16, 30, 35, 39, 42, 46, 52, 56, 59, 67, 76, 78, 84, 87, 90, 91, 92, 96, 102, 118, 123, 128, 130, 135, 136, 142)

   1. Sex education should be a life-long continuous task beginning in the earliest years in the home and continuing in school and throughout life.

   2. Sex education should be postponed until the middle grades because of the latency period, and because children at this age are very interested in how the body works, and no sexual emotions are stirred.

IV. ADULT EDUCATION

A. Community education.

1. Need.

a. Parents have the basic responsibility for educating their children in this area--they lay the groundwork with very young children and complement the school program with older children and adolescents. (16, 75, 82, 85, 96, 99, 136)

b. Most parents are unable to educate children in this area because they themselves are ill-informed, guilt ridden and uncomfortable. (52, 108, 136)

c. If misinformation and fears of parents and prospective parents is removed, they will contribute to the emotional maturity of their children and a positive, happier and healthier approach to sexuality will be conveyed to future generations. (69, 85, 136)

d. All adults exert influence on the attitudes of children. (65)

2. Suggested methods.

a. Schools have a responsibility to educate parents to do a better job in educating their children about sex. (41, 44, 48, 85, 141)

b. Organizations such as the PTA can sponsor special programs to educate parents and better prepare them to answer their children's questions. (71)

c. The school nurse can help inform parents through PTA, home visits and school conferences. (50, 84, 120)

d. Schools can arrange for parents to meet in small groups with a professional leader. (41, 85)

e. The universities must accept responsibility for educating all professionals in this area. (16, 75)

f. Doctors must accept their responsibility for educating adult clients about sex. (16)

g. Adult education programs and groups should be extended. (69)

h. As part of the preparation adults must openly confront their own feelings, attitude, behavior, and anxieties concerning sexuality. (28, 48, 53, 85, 89)

B. Teacher Education.

1. Need.

a. Any program in sex education will succeed only to the extent that teachers are qualified to lead it. (108, 117)

b. Qualified teachers for this subject are in short supply. (41, 44, 77, 89)

c. Teachers' colleges are doing almost nothing to prepare future teachers to teach this subject. (89)

d. The entire school staff including teachers and all personnel in contact with children must better understand this subject matter so they can adequately respond to questions whenever they may come up. (46, 85, 89)

e. Teachers must have specialized and detailed training in this subject. (46, 96, 139)

f. The classroom teacher plays a vital role in influencing children's attitudes and perceptions concerning sex and they must be able to cope effectively with the many sex related incidents which arise in the classroom. (104)

2. Suggested methods.

a. Teachers' colleges must better prepare teachers to teach this subject by providing or expanding preservice and inservice training programs. (77, 85, 89)

b. Those who specifically teach sex education should have special training in content, methods, curriculum aids and evaluation appropriate to different levels. (89, 117, 129)

c. Some suggested means for teacher education are: workshops, discussion groups, work-study groups, conferences, institutes, and work with special consultants. (1, 3, 47, 51, 62, 65, 68, 76, 84, 102, 111, 120)

d. As part of the preparation, teachers must openly confront their own feelings, attitude, behavior, and anxieties concerning sexuality. (28, 48, 53, 68, 74, 76, 84, 85, 89, 121)

e. Teacher training should include non-directive techniques. (69, 77)

f. Preparation should include experience in questioning and evaluating distortions, lies, and glamorizing by mass media, advertising, etc. (46, 69)

g. Teachers must have a background knowledge in biology, child development, philosophy and all of the social sciences. (24, 68, 74, 76, 84, 121)

h. The teacher must become aware of intergenerational conflict over sex values. (77)

i. Additional suggested units in an inservice program are: child development, emotional factors in adolescence, moral and spiritual values, physiological development, social factors, social responsibility, normal and abnormal sexual behaviors, etc. (129)

V. WHO SHOULD TEACH SEX EDUCATION

A. In the community.

1. The basic responsibility for teaching in this area belongs to the home, however the schools must supplement and reinforce parents' efforts. (53, 59, 85, 90, 105, 132, 136, 140)

2. The home, church, and all members and organizations of the community, and the schools all have a responsibility to work together in this area and support each other. (42, 53, 54, 59, 65, 74, 82, 84, 96, 99, 107, 132, 136, 140)

3. Teachers are best qualified to teach sex education because of their rich background and experience in teaching methods and understanding children, and they are in a good position to obtain the necessary education and training. (53, 90)

4. Youth clubs, agencies and organizations also offer opportunities for a child to develop a self-confident personality, including the acceptance of his own sexuality and give the child practice in forming meaningful and intimate relationships. (65, 74, 84)

B. In the school.

1. The <u>entire</u> school staff should emphasize the social and psychological as well as the biological aspects of sex as it relates and comes up in their subject. (28, 42)

2. Personnel for this subject should be selected on the basis of personality attributes such as: honesty, openness, tact, sensitivity, good judgement, maturity, the ability to handle controversial material, objectivity, enthusiasm, rapport with young people, etc. (24, 39, 46, 48, 49, 50, 59, 64, 68, 74, 76, 77, 84, 99, 104, 111, 121, 142)

3. Experience and research have shown that effective teachers for sex education programs may come from any field, may be men or women, married or single, parents or childless. (28, 76)

4. This subject should be taught by a specially trained classroom teacher, not someone from the outside. (46)

5. The school nurse can play an important role as a planner, teacher, and resource person. (50, 84, 120)

6. The biology teacher is equipped to and should teach a major part of the program. (42)

7. The home economics teacher, because her subject is so closely related to family life, can also play an important part in sex education. (3, 48)

VI. OPPOSITION TO SEX EDUCATION

A. General objections.

1. It is harmful to force sex preoccupation on children of elementary school age and this can lead to sexual difficulties in adulthood and disturbed behavior in childhood. (2, 14, 41, 44, 61, 74, 93)

2. There is a latency period from 5 years to adolescence, during which the healthy child is not interested in sex, and the development at this time of a premature interest in sex is unnatural and will arrest or distort the development of the personality. (2, 14)

3. To "create a distaste for religion" and an "abnormal fixation with sex" is a major item on the Communist agenda for softening up a nation for conquest. (2, 14, 41, 45, 61)

B. Objections to the inclusion of sex education programs in the school curriculum.

1. It is the exclusive right of parents to instruct their children in this area. (5, 14, 45)

2. Justice cannot be done to this subject without including the part God occupies in the sex story and His moral laws; but religion is not allowed in the schools. (14, 45, 61, 93, 109)

3. There is a shortage of qualified teachers for this subject. (2, 41, 44, 77, 89)

4. Because children in the same grade vary greatly in mental age, emotional development, and moral attitude; to subject all to the same experience can be harmful psychologically and emotionally to some. (45)

5. Sex education in school is an invasion of privacy of the individual child, the parents, and the home. (61, 74, 93)

6. Sex questions should not be anticipated by the school, but rather answered when they are asked by the children. (61, 74, 93)

C. Objections to specific programs or practices.

1. What does occur between parent and/or teacher and youth is largely a matter of something being "told" instead of a more desirable method of open interchange and discussion. (28, 73, 75)

2. Programs are not evaluated and are ill defined. (61, 93)

3. Programs are conceived without parent involvement. (93)

4. Continuous sex education from kindergarten through high school can create a dangerous obsession with sex. (14, 93)

5. An exclusively physical, biological and sociological treatment is harmful to students. (14, 45)

6. Mixed classes add to embarrassment and potential experimentation. (45)

7. Programs are conceived by untrained personnel and by those whose morals can be questioned. (61, 74, 93)

VII. AIMS, OBJECTIVES, PURPOSE

A. To assist parents in their efforts to provide a mature understanding of the nature of sex. (47, 51, 53, 59, 67, 83, 85, 90, 93, 95, 105, 114, 123, 141)

B. To provide an adequate knowledge and appreciation of an individual's sexual nature and identity.

1. To establish a scientific background and vocabulary for discussions of sex.

2. To help preadolescents understand the changes that will take place in their bodies. (5, 10, 40, 42, 49, 74, 75, 83, 84, 90, 91, 121, 135)

C. To foster an understanding of the role of sex in all aspects of the individual's life - personal, social and familial.

1. To understand the obligations and responsibilities to others.

2. To understand that sex is one part of a large pattern of an individual's behavior. (5, 19, 28, 39, 51, 86, 91, 96, 114, 123, 135)

D. To help individuals develop their own sexuality; that is, an understanding of the social roles men and women play throughout life. (2, 19, 24, 28, 30, 51, 59, 64, 67, 74, 77, 83, 84, 86, 89, 91, 92, 93, 114, 119, 120, 123, 133, 135)

E. To eliminate the fears and anxieties that often accompany sexual development and adjustments.

1. To develop a wholesome and mature attitude toward sex.

2. To develop a clear understanding of the nature of sex. (5, 19, 30, 74, 83, 84, 91, 93, 123)

F. To develop in the individual the ability to make responsible and mature decisions. (10, 28, 30, 40, 42, 49, 75, 76, 86, 88, 90, 135)

G. To instill in an individual a deep respect for the dignity of the human being. (19, 24, 28, 30, 51, 74, 76, 83, 84, 86, 91, 93, 114, 120, 136)

H. To encourage frank and open discussions, thus opening communications between youths and adults. (64, 74, 76, 83, 84, 86, 91, 120, 123)

I. To aid the individual in forming his own philosophy, goals and behavioral patterns concerning sex.

1. To build an understanding of the need for a system of moral values.

2. To provide an incentive to work towards a society free from sexual evils. (5, 19, 24, 28, 76, 84, 86, 91, 114, 123, 136)

J. To provide enough knowledge about the aberrations and misuses of sex so the individual may be able to protect himself against exploitation or injury. (5, 19, 30, 51, 114, 123)

VIII. EVALUATION

A. Evaluation of existing programs.

1. Fewer pregancies and cases of venereal disease noted in one junior high after beginning a sex education program. (71)

2. Family living courses resulted in more comfortable attitudes toward sex, more honest and open discussions, and less embarrassment on the part of the students. (55, 77, 100)

3. Little or no effect on existing patterns of sexual behavior of teenagers. (77)

4. Not enough evidence available for an effective evaluation.

   a. Supporting educators are practitioners, not researchers.

   b. Techniques for this type of research are poorly developed. (77, 88)

5. Parental involvement did notoccur, despite many efforts, until backlash hit. (16)

6. Effective teachers for sex education programs may come from any field; may be men or women, married or single, parents or childless. (76)

B. Methods of evaluation.

1. Students and teachers evaluation of materials, contents and techniques of the program. (10, 71, 105)

2. Opinions of teachers on student interest and participation.

3. Opinions of parents on what they think their child has learned in the program. (71)

4. Development of more accurate methods of research. (77)

5. Conducting of research in areas of venereal disease, drug abuse and pre-marital pregnancies, before and after a program has been implemented.

IX. ORGANIZATIONS AND AGENCIES SUPPORTING SEX EDUCATION

A. A list of organizations supporting sex education.

1. American Association for Health, Physical Education and Recreation. (21, 59, 76)
2. American College of Obstetricians and Gynecologists. (21)
3. American Medical Association. (21, 59, 76)
4. American Public Health Association. (21)
5. American School Health Association. (59, 76)
6. American Social Health Association. (59)
7. Catholic Youth Organization. (56)
8. Children's Aid Society, Child Guidance Clinic, Bellefaire Institute for Emotionally Disturbed Children. (56)
9. Children's Bureau. (76)
10. Cleveland Health Museum. (56)
11. Cleveland Mental Health Association. (56)
12. Family Health Association. (56)
13. Family Service Association. (56)
14. Health Council of Cleveland Welfare Federation. (56)
15. National Association of Independent Schools. (56, 89)
16. National Congress of Parents and Teachers (PTA). (56, 59, 76)
17. National Council of Churches. (16, 21)
18. National Council of Churches of Christ in the United States of America. (21)
19. National Council on Family Relations. (59)
20. National Education Asssociation. (16, 41, 76)
21. National Student Assembly, YMCA & YWCA. (21)

22. National School Boards Association and American Association of School Administrators (Joint Committee). (21)

23. New York Archdiocese (Catholic) prepared "Program for Family Life Education" for 400 parishes. (7)

24. Public Affairs Committee. (76)

25. Public Health Service, in regional conferences, has been urging the schools to offer sex education. (76)

26. Santa Clara County Family Life Education Association set up a program for adult education. (65)

27. Science Research Associates. (76)

28. Sixth White House Conference on Children and Youth. (21)

29. Synagogue Council of America. (21)

30. Several Federal Agencies have given active support to programs preparing young people for marriage and family living. (7, 76)

31. SIECUS (Sex Information and Education Council of the United States). (16, 17, 21, 28, 30, 56, 59, 76)

32. State Board of Education of Minnesota. (99)

33. United Nations Educational, Scientific and Cultural Organization (UNESCO). (21)

34. United States Catholic Conference. (21)

35. United States Department of Health, Education and Welfare (U.S. Commissioner of Education). (21)

36. United States Federal Government - $2 million in grants. (21)

37. United States Office of Education makes grants to support programs to prepare teachers for sex education programs; to educational institutions and community agencies to start or to improve programs in family life education and sex education. (58, 59, 76)

B. Information about SIECUS (The Sex Information and Education Council of the United States).

1. SIECUS is a non-profit organization formed in 1964 by a group of prominent professional people who were concerned with helping our society cope with problems relating to human sexuality. It was felt necessary with the urgent, increasing problems resulting from improved contraceptive measures and more open attitude toward sex.

2. SIECUS provides consultation to individuals, church, community, and professional groups who request it; main thrust is in the schools.

   a. It has no "sex education plan" beyond that of encouraging communities to develop their own programs and advising them upon request.

   b. Its publications consist of a quarterly Newsletter and a series of ten study guides, dealing with specific topics of sexual problems.

      1) These are not intended for public classroom use but rather a resource for professionals in their own study.

   c. Its Study Guide No. 1 defines the purpose of sex education as "not primarily to control and suppress sex expression, as in the past, but to indicate the immense possibilities for human fulfillment that sexuality offers."

      1) The only connection SIECUS has with the development of materials for use in the public schools is through its occasional consulting association with other groups (temporary advisory relationships with Guidance Associates, a division of Harcourt, Brace and World Publishers). (21)

3. SIECUS' purpose: 1) "to establish man's sexuality as a healthy entity; 2) to identify the special characteristics that distinguish it from, yet relate it to, human reproduction; 3) to dignify it by openness of approach, study and scientific research designed to lead towards its understanding and its freedom from exploitation; 4) to give leadership to professionals and to society, to the end that human beings may be aided towards responsible use of the sexual faculty and towards assimilation of sex into their individual life patterns as a creative and recreative force. (127)

4. SIECUS does not view its function as that of trying "to impose conformity in or to a set of standards of human behavior, but rather to stimulate questioning about old, and questing for new, basic knowledge in a given field and then to open up that knowledge for exchange discussion, and individual decision by as many social groups as possible." (21)

5. SIECUS staff members hope for professional debate with latency advocates. (21)

6. SIECUS advocates that sex education begin in kindergarten and continue through the 12th. grade at a pace appropriate to the child's development. (127)

X. ORGANIZATIONS OPPOSED TO SEX EDUCATION

A. A list of organizations opposed to sex education.

1. Association of American Physicians and Surgeons - a Chicago-based group formed in 1943 to fight socialized medicine. (9)

2. CHIDE - Committee to Halt Indoctrination and Demoralization in Education. (116)

3. MOMS - Mothers for Orthodox Parochial Education (Arizona residents). (16, 44)

4. MOTOREDE - Movement to Restore Decency, sponsored by the John Birch Society. (14, 16, 41, 44, 45, 116)

5. PAUSE - Parents Against Unauthorized Sex Education (New Jersey citizens). (16, 116)

6. POPE - Parents for Orthodox Parochial Education. (16, 44)

7. POSSE - Parents Opposed to Sex and Sensitivity Education. (The Citizens Committee of Morris County, New Jersey). (16, 44, 116)

8. SIECOP - Sex Information and Education Council of Physicians. A 350 member council formed in May, 1969 and opposes SIECUS type sex education. (9, 16)

B. Effects of the controversy over sex education.

1. For several years more than half of the nation's public and parochial schools put some type of reproduction and family training into their curricula. Now many sex education courses throughout the nation, in 35 states, have been scuttled. (9, 11, 21)

2. SIECUS is having financial difficulty and inadequate funds do not permit staff expansion which is necessary to handle requests for help by school boards. (11)

3. SIECUS, in order to counteract attacks, has had to employ a public relations firm in New York City. The agency is making tapes available and seeking radio time equal to that given the opposition. (31, 127)

4. Scurrilous literature, falsified stories, and misrepresentation circulated by opposing groups have cut into the effort of educators to mount programs. (9, 31)

5. The controversy has created seriously strained relationships in many communities. (12)

6. People who question sex education programs are now probing other aspects of curriculum and textbooks. (12)

7. There is a chance that unexpected benefits could emerge from the battle. It has stirred up a potentially valuable interest in schools. (116)

XI. IMPLEMENTING A PROGRAM IN SEX EDUCATION

A. Suggested steps in planning the program.

1. Develop a working committee to meet and draw up recommendations for the intended curriculum. (3, 47, 62, 83, 99, 107, 120, 140)

2. Include teachers, administrators, community representatives, and students for best results. (1, 3, 51, 56, 62, 76, 83, 84, 111)

3. Set deadlines for committee work to be presented. (116)

4. Prepare a collection of all possible materials available to the proposed programs. (83, 95)

5. Arrange for meetings with all the appropriate governing bodies who will approve and survey the proposals. (7, 12, 16, 27, 47, 73, 84)

6. Present materials for approval with the agencies responsible. (132)

7. Prepare that material which was approved for finalization, revise that material which was not approved then present for further approval, after approval prepare for finalization. (30, 32, 38, 47, 111)

8. Disseminate final program to all those concerned. (32, 47, 116)

B. Points to consider in planning the program.

1. The program must be planned to fit the local situation and based on the needs of the children and young people in the area. (96)

2. The school committee drawing up the proposal must consider what the community wants in the way of sex education. (76)

3. Curriculum should be developed according to some grade or age level. (60, 119)

4. The program should augment the child's other course of study. (3, 24, 47, 62, 83, 93)

5. The program should include parent education. (47, 51, 65, 76, 84, 95)

C. Acquiring community approval.

1. Actively solicit support from community groups including parents, clergy, physicians, PTA, and any other organization interested in the total program from planning to presentation. (82, 83, 95, 97, 99, 107, 132, 140)

2. Present to all the community the proposed program going through its entirety step by step, showing all material, visual aids, and models that will be used. (1, 3, 56, 58, 62, 76, 83, 84, 111)

3. Allow for feedback from the community on any area of the proposed program with alternative ideas and suggestions. (3, 83, 93)

4. Community support should be gained <u>before</u> the proposed program is initiated. (26, 33)

5. If necessary acquire written approval from the parents of the children involved. (47, 76, 119)

6. Terminology is important in gaining community support. Since in the broad sense sex education occurs inevitably in both home and school the school is not starting a sex education but rather expanding one. The public is less afraid of expanding than of innovating something new. (76, 84)

7. Scare methods for public support are ineffectual in the long run. (76)

D. Teacher preparation.

1. The single most important factor of the success of any sex education program could very well depend on those who are responsible for teaching the program. (82, 99, 107, 132, 140)

2. Select teachers who can develop a rapport with children. (76, 84)

3. Provide teachers who, themselves, are knowledgeable of the subject. (3, 83, 93, 99, 107)

4. Continually provide inservice training sessions so that teachers can remain current on all issues and techniques. (1, 3, 56, 62, 76, 84, 111, 120)

5. Provide teachers with needed materials and provide them with demonstrations of the proper use of all models, books, and other materials. (1, 3, 47, 62, 83)

E. Evaluation.

1. Have frequent reviews of the program using feedback from all sources. (1, 3, 56, 76, 83)

2. Appoint committees to study difficult spots in the program. (107, 140)

3. Change all areas which are not effectual, reinforce weak areas and add all new current ideas and methods. (3, 47, 62, 83, 120, 132)

4. Keep the community and parents in particular abreast of the program through periodic reports in local papers, newsletters, or at civic meetings. (1, 3, 56, 76, 83)

XII. CONTROVERSIAL ISSUES IN SEX EDUCATION

A. Should these topics be included in school sex education programs?

1. Morality. (84, 143)
2. Overpopulation. (3, 63, 64)
3. Birth control. (3, 63, 64, 91, 108)
4. Abortion. (108)
5. Sterilization. (108)
6. Illegitimacy. (108)
7. Divorce and remarriage. (108)
8. Premarital, post-marital and extra-marital sexual behaviors. (91, 108)
9. Masturbation. (30, 108)
10. Homosexuality. (30, 108)
11. Venereal disease. (108)
12. Sex techniques. (3, 93)
13. Diagramming sexual parts of the anatomy. (3)
14. *Sophisticated humorous* anecdotes. *(3)*

B. Should teachers present their own opinions? (86)

C. Should classes be mixed or separated according to sex? (76)

XIII. SOURCES OF INFORMATION

A. Catalogs, Bibliographies.

1. American Association for Health, Physical Education and Recreation, National Education Association, 1201 Sixteenth Street N.W., Washington, D. C. 20036.

   a. Data on current and projected programs of sex education.

   b. Data on materials for teachers, parents, students. Annotated; includes prices.

   c. Catalog of publications of AAHPER - including books and pamphlets, special reports, films and filmstrips, and reprints of articles from the Journal of Health-Physical Education-Recreation. Annotated; includes prices.

2. A. J. Nystrom, Company, 33 Elston Avenue, Chicago, Illinois 60618.

   Graphic Health Charts.

3. American Medical Association, Health Education Department, 535 N. Dearborn Street, Chicago, Illinois 60610.

   Bibliography of publications, reprints. For parents, children.

4. American Social Health Association, 1740 Broadway, New York, New York 10019.

   a. Booklet of publications on drug abuse, venereal disease, prostitution and family life education. The latter includes materials for educators, parents and children. Annotated; includes prices.

   b. Pamphlet of selected and annotated readings for family life educators.

5. Child Study Association, 9 E. 89th Street, New York, New York 10028.

   a. "Recommended Reading on Sex Education"; for adults, children and young people (given by age), and older adolescent and young adults. Annotated; includes prices.

   b. "Recommended Reading About Children and Family Life 1967". $1.00.

6. Denoyer Geppert Company, 5235 Ravenswood Avenue, Chicago, Illinois 60640.

   Catalog of classroom materials - models, charts, texts, etc. - for use in connection with family life programs.

7. Hank Newenhouse, Inc., 1825 Willow Road, Northfield, Illinois 60093.

   a. Catalog of materials - motion pictures, filmstrips, cartridges, transparencies, tapes, records, paperbacks, games, SIECUS publications, and rental films - on sex education, family living and related materials.

   b. May be called collect, area code 312, 446-4153.

8. Minnesota Council on Family Life, 1219 University Avenue, S. E., Minneapolis, Minnesota 55414.

   Comprehensive and well-organized bibliography of annotated references of films, books, and pamphlets, grouped under eight headings.

9. Sex Information and Education Council of the United States (SIECUS), Publications Office, 419 Park Avenue South, New York, New York 10016.

   a. Information on all SIECUS materials: study guides for discussion leaders and self-motivated study; reprints and publications. Annotated; includes prices.

   b. "Human Relations Aids." Educational aid packet.

10. 3M Company, Box 3100, 3M Center, St. Paul, Minnesota 55101.

    Catalogue of the School Health Education Study's (SHES) curriculum, listing coordinating classroom materials. Included are annotated study guides for levels K-12, color transparencies, resource bibliographies, and inservice education.

11. See Bibliography, nbr. (10).

    Article includes list of teaching aids suitable for the proposed program.

B. Pamphlets, reprints, statements concerning family life programs or aspects of human development.

1. California State Department of Mental Hygiene, 1500 Fifth Street, Sacramento, California 95814.

2. California State Department of Public Health, 2151 Berkeley Way, Berkeley, California 94704.

3. Children's Bureau, Superintendent of Documents, Washington, D. C. 20025.

4. Department of Health, Education and Welfare, Washington, D. C. 20402.

5. Mental Health Association of Los Angeles County, 247 N. Western Avenue, Los Angeles, California 90004.

6. Mental Health Materials Center, 104 E. 25th Street, New York, New York 10010.

7. National Council of the Churches of Christ in the United States of America, 475 Riverside Drive, New York, New York.

8. Public Affairs Committee, 22 E. 38th Street, New York, New York 10016.

9. Science Research Association, 259 E. Erie Street, Chicago, Illinois 60611.

C. Information stating opposition to sex education in the schools.

The John Birch Society (materials available through the American Opinion Libraries and Bookstores).

XIV. IMPROVING SCHOOL-COMMUNITY RELATIONS

A. Informing the public and obtaining their support is necessary for the success of any program particularly in this area. The research contains two views on how to accomplish this, but both views are in agreement that public relations programs are a must.

One view supports the premise that sex education is integrated into the total curriculum from Kindergarten--therefore public relations is also a continuing program and part of all the normal channels of school communication.

The other view is that sex education programs have a special place in the curriculum and, before it is taught in its special place, adequate public relations must be used to inform all concerned. This allows for feedback, and as the new California law states, allows parents to withdraw their children from such programs. It is hoped that good public relations will keep these withdrawals at a minimum.

B. Suggested means for better public relations.

1. Citizen advisory committees. (1, 3, 4, 5, 39, 54, 56, 76, 78, 80, 87, 92, 118)

   a. These committees can be established to help determine goals, objectives, and curriculum.

   b. Members can include doctors, the police department, business groups, the PTA, women's clubs, religious personnel, youth organizations, etc.

2. A district administrative committee composed of superintendents and school board members with the purpose of exchanging ideas with other personnel who are writing and implementing the curriculum and responsible for its success. (1, 4, 56)

3. A permanent review committee to consider new materials and to attend to problems referred by parents, staff, etc. (4, 83, 93)

4. Parent orientation meetings to explain the need for sex education and the content for each grade and to introduce teaching personnel for the program. (3, 4, 39, 90, 105)

5. Parent meetings and conference groups to consider problems of mutual interest and concern and to meet with students. (47, 71, 93, 96)

6. Special study groups composed of parents of the same aged children to study the development of personality, human behavior, social group structure and the factors effecting family life. (5, 39, 47, 53, 71, 76, 78, 87, 118)

7. Adult education courses where adults can learn more about the subject matter and face their own anxieties and misconceptions about sex. (4, 30, 83, 84, 93, 115, 120)

8. Additional forms of communication such as: (1, 3, 4, 56, 76, 93, 95)

   a. Letters to parents informing them about the program, and suggesting resource materials or special events or adult programs.

   b. Television and radio.

   c. The press--editorials and regular or special articles.

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83. Lubas, Ken, "Revisions Proposed in Simi Valley Schools' Sex Education Program," Los Angeles Times, (October 21, 1969).

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85. Luckey, Eleanore B., "Sex Education: Develop an Attitude Before You Develop a Program," American School Board Journal, 156 (April, 1969), 20-22.

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90. Manley, Helen, "Sex Education in the Schools," School and Community, 50 (February, 1964), 12-13.

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99. Minnesota State School Board, "Viewpoint: State Board Endorses Sex Education," Minnesota Journal of Education, 47 (February, 1967), 44-45.

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101. Mulholland, Walter E., "Sex or Social Education," The Clearing House, 41 (February, 1967), 332-333.

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107. Phlegar, Fred, "Fathers and Sons Learn About Sex," Journal of School Health, 33 (February, 1963), 77-79.

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